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ABSTRACT

This workbook provides an in-service training module designed to assist community college educators and counselors in teaching effective planning skills for successful job hunting and employment. A rationale for career/life planning is followed by a discussion of the terminology and the processes involved in establishing life goals and designing strategies to achieve them. The workbook then describes selected federal and state equal opportunity legislation relating to employment and provides a list of questions that may and may not be legally asked at a job interview. Next, exercises and guidelines are suggested to help students organize internal/personal data and present a positive self-image. Included in this section are questions for personal trend analysis, a self-assessment inventory, a worksheet for the analysis of personal time management, tips for presenting oneself at a job interview, and methods of effective resume presentation. External sources of career information are then identified and methods of helping students organize information and achieve their goals are discussed. A bibliography of career resource directories is included. (Author/JP)

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TEACHING CAREER/LIFE PLANNING

An In-service Training Module for Teaching Affective Career/Life Planning Skills

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

TEACHING CAREER/LIFE PLANNING

An In-service Training Module for
Teaching Affective Career/Life
Planning Skills

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TEACHING CAREER/LIFE PLANNING

An in-service Training Module for counselors and educators in community colleges.

Many classes students take in community colleges give them the cognitive and psychomotor skills necessary for entering and succeeding in various occupations.

This module will deal with the development of affective and planning skills for successful job hunting and employment.

The goal of this in-service training module is to assist counselors and educators in teaching Career/Life Planning.

The objectives of this module are:

I. Counselors and educators will understand and be able to describe the need for and benefits of Career/Life Planning.

II. Counselors and educators will be able to define the terms and the process of Career/Life Planning.

III. Counselors and educators will be able to advise students about equal opportunity legislation in relation to employment.

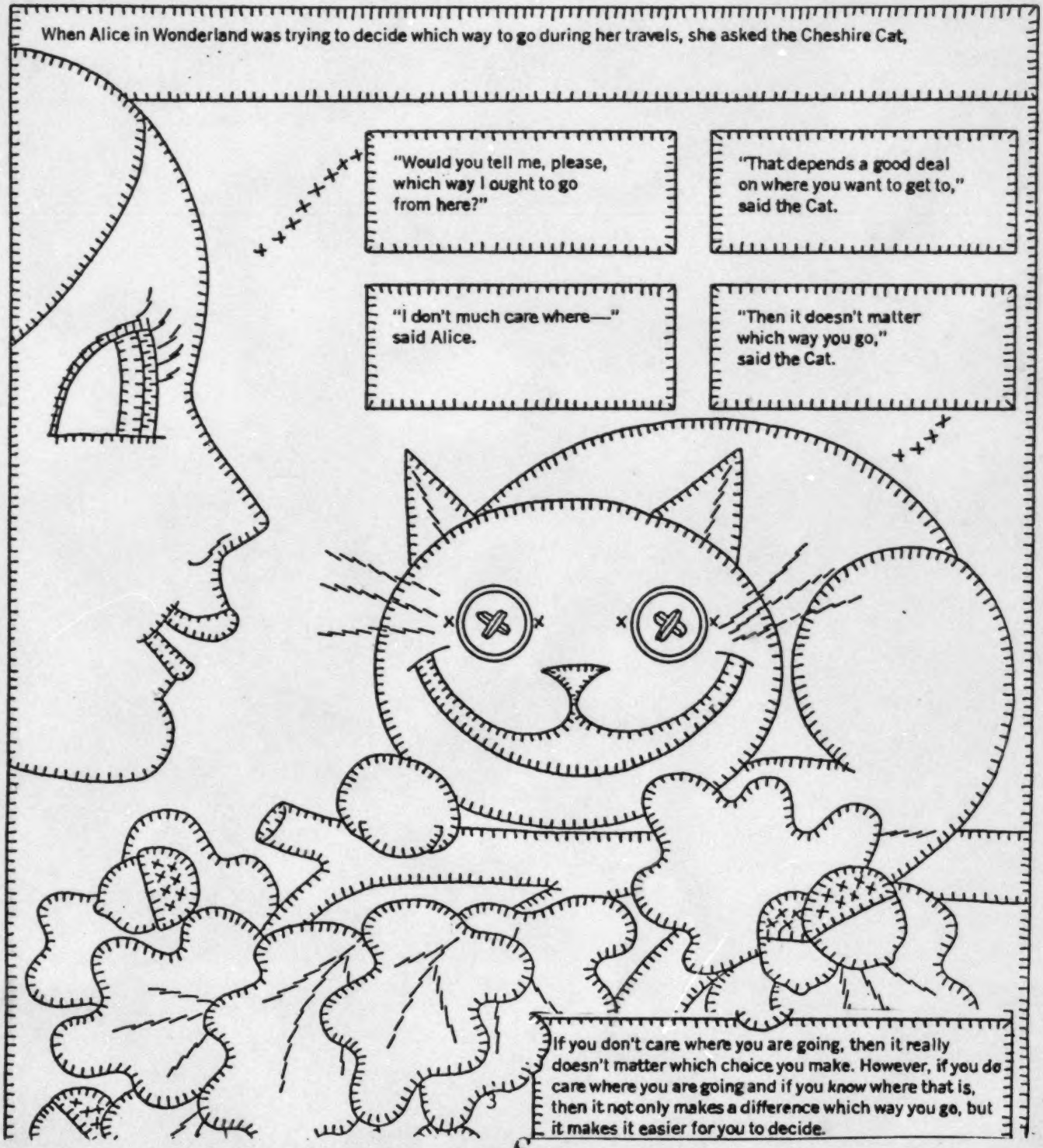
IV. Counselors and educators will be able to assist students in identifying and organizing internal data and positive self presentation techniques.

V. Counselors and educators will be able to help students identify and organize their approach to external information gathering about career possibilities.

VI. Counselors and educators will be able to help students put all the information together and plan action toward reaching their goals.

OBJECTIVE I

Counselors and educators will understand and be able to describe the need and benefits of Career/Life Planning.


When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat,
"Would you tell me, please, which way I ought to go from here?"
"That depends a good deal on where you want to get to," said the Cat.
"I don't much care where—" said Alice.
"Then it doesn't matter which way you go," said the Cat.
If you don't care where you are going, then it really doesn't matter which choice you make. However, if you do care where you are going and if you know where that is, then it not only makes a difference which way you go, but it makes it easier for you to decide.

THE NEED

Research points out that successful Career/Life Planning is best accomplished in a group setting where participants are taught specific Career/Life Planning skills. In fact, people who have participated in workshops or classes on Career/Life Planning find employment faster and at a higher salary!

Career/Life Planning is a structured action oriented approach to setting and achieving career goals. One of the most important dynamics of Career/Life Planning is to help students see that they are in control of their own lives and that they need to take responsibility for planning and making decisions. In any organizational or life situation a person has three choices - change it - meaning change their behavior, goals or the circumstances; like it - recognizing that it is their choice to stay with it, for whatever set of reasons; or leave it - finding another environment for their energies. Feeling forced to stay with something and hating it is not a viable or productive human alternative.

Change is a constant both around us and within us. People need to develop planning and problem solving skills to handle change. This is mostly a matter of realizing and utilizing their own internal and external resources.

Opportunities for various kinds of work and alternative lifestyles continue to grow and change at a rapid rate in our society. We need to help students identify the choices and options which are open to them and give them information and support that will assist them in Career/ Life Planning. Maslow's (1962) studies of self-actualizing people reveal that ordinary people possess immense creative resources as well as specific talents. Our job as counselors and educators is to help students organize and focus on their own unique data and provide tools and support for helping students set and achieve their career goals.

OBJECTIVE 2

Counselors and educators will be able to define the terms and the process related to Career/Life Planning.

The terms:

CAREER - the total work done in a lifetime or progress through life. The sequence of occupations and jobs held in a lifetime.

WORK - a conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for onself and/or others.

JOB - activities which contribute to basic survival needs - making a living.

VOCATION - activities which provide a sense of self worth and self fullfillment.

LEISURE - activities which contribute to recreation and aesthetic pleasure.

INTERESTS - likes and dislikes for certain things and activities. Interests are learned and change as one has more varied experiences.

ABILITIES - a capacity or potential to learn about or understand concepts, activities, and things.

SKILLS - ability to use knowledge or abilities you have to effectively carry out the duties of a job.
functional skills - also known as transferable skills. They relate to what you can do.
adaptive skills - or personal characteristics and values.
technical skills - essential to the performance of a particular job.

NETWORKS - all the people you know. These are your personal contacts. They include family, friends, acquaintances, colleagues etc.

RESOURCES - both internal strengths and external assets.

VALUES - personal judgements and standards. Things that are important to you.

PLANNING - laying out a scheme or program, a course of action for making, doing or arranging something, a method of proceeding.

PROCESS - a systematic series of actions.

SUCCESS - the progressive realization of a worthy goal. Anyone regularly engaged in achieving something they consider to be worthwhile is, by definition, successful.

THE PROCESS

The process for success and for setting and achieving goals can be conceptualized in several ways. In Career/Life Planning the first step is to identify interests then develop and build skills and abilities around these interests. Next students need to build contacts and networks with people who are in careers and jobs where these interests and skills are used. Being aware of personal values will be important in choosing the kinds of settings students choose to explore and the people they want to work with. Resources in terms of inner strengths as well as time and money will also be important determinents in setting short range and long range goals.

Once some goals are formulated, based on a self data profile, the next step is to develop strategies, a step by step plan to reaching the goals. Goals should be prioritized so that students can focus in on their achievement in a systematic way. Goals should also be:

Conceivable - they can be put into words
Acceptable - appropriate to you values
Attainable - they can be accomplished
Manageable - you have control over the achievement of the goal
Assessable - you can keep records and measure attainment
Desirable - something you want to do

Next comes taking the action towards reaching your goals. Several alternative courses of action should be considered. Then students must determine what their first steps will be. Career/Life Planning can be looked upon as a problem solving process. The Universal Traveler by Koberg and Bagnell define the process with the following steps.

ACCEPT SITUATION	TO FIND REASONS FOR GOING ON: To state initial intentions. To accept the problem as a challenge; to give up our autonomy to the problem and allow the problem to become our process.
ANALYSE	TO GET THE FACTS AND FEELINGS: To get to know about the ins and outs of the problem; to discover what the world of the problem looks like.
DEFINE	TO DETERMINE THE ESSENTIAL GOAL(S): To decide what we believe to be the main issues of the problem; to conceptualize and to clarify our major goals concerning the problem situation.
IDEATE	TO GENERATE OPTIONS ACHIEVING THE ESSENTIAL GOAL(S): To search out all the ways of possibly getting to the major goals. Alternatives.
SELECT	TO CHOOSE FROM THE OPTIONS: To compare our goals as defined with our possible ways of getting there. Determine best ways to go.
IMPLEMENT	TO TAKE ACTION (OR PLAN TO ACT): To give action or physical form to our selected "best ways."
EVALUATE	TO REVIEW AND PLAN AGAIN: To determine the effects or ramifications as well as the degree of progress of our design activity.

A study at UCLA on the affective career competencies of successful people indicated that successful people had the following things in common.

1. They had lots of different experiences and interests.

2. They were able to take risks at critical times and to make judgment about when and how to risk. They did not gamble but built a firm foundation before taking a risk.

3. They belonged to a number of different groups and networks. They stayed in contact with people who could be helpful to them.

4. They developed specialized skills and knew how to make themselves special within a group.

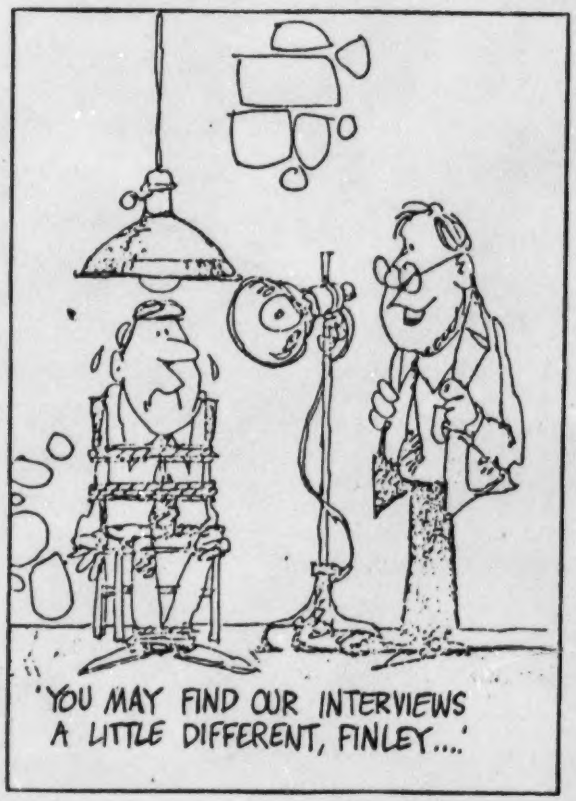
5. They found mentors or were able to catapult themselves in their career in some special way.

6. They magnified their accomplishments by speaking, writing, and teaching others to do what they do. They become mentors themselves.

7. They made plans, used their intuitive sense, and took ACTION!

OBJECTIVE 3

Counselors and students will be able to advise students of equal opportunity legislation in relation to employment.



There are both federal and state laws on fair employment practices. Copies of these laws can be found at any public law library.

1. Title VII - No discrimination by employers
2. Equal Pay Act - Equal pay for equal work
3. E.O. 11246 - No discrimination by employers who have U.S. government contracts.
4. Federal Age Discrimination Act - No age discrimination by employers
5. California FEP Act and Equal Pay Act - California laws against discrimination by employers.

The following is a brief description of these laws.

1. Title VII of the Civil Rights Act of 1964

(42 U.S.C. Sec. 2000) (As Amended by the Equal Employment Opportunity Act of 1972)

Title VII makes it illegal for most employers to discriminate with respect to any condition of employment, or against any applicant for employment, because of race, color, sex, religion, or national origin. In extremely rare cases where employers can show that religion, sex, or national origin are "bona fide occupational qualifications" which are reasonably necessary for the job, then it is not illegal for them to select employees on this basis.

Title VII applies to all employers who employ 15 or more employees (including executives and supervisors) for each working day in each of 20 or more calendar weeks during a year.

Most employment discrimination claims are brought under this law. It is administered by the Equal Employment Opportunity Commission (EEOC) which has regional offices thorughout the country. Persons who feel they have suffered discrimination can file complaints with this commission. The Equal Employment Opportunity Act of 1972 granted the EEOC the right to file lawsuits in federal court for the purpose of enforcing Title VII.

EEOC Procedure: A charge of employment discrimination may be filed with EEOC by a person or organization, and must be filed within 300 days after the offense. EEOC must send ("defer") the charge to the California FEPC for further action, or else keep the charge and: 1) investigate the charge; 2) if the charge is valid, resolve the complaint by conciliation or file suit; or 3) issue to the person complaining a right-to-sue letter. A person has only 30 days after receiving the right-to-sue letter from EEOC to file a law suit.

2. The Equal Pay Act of 1963
(29 U.S.C. Sec. 209 (d) (1)

The Equal Pay Act makes it illegal to pay employees who do equal work on jobs which require equal skill, effort and responsibility under similar working conditions in the same establishment, at different pay rates merely because of the sex of the employee.

This Act applies to all employers and employees covered by the minimum wage and overtime provisions of the Fair Labor Standards Act. (The Fair Standards Act applies, generally, to employees engaged in interstate commerce.)

In addition, under recent amendments, the Act also protects employees who are exempt from overtime requirements such as professional, administrative or executive employees. This Act is administered by the Wage-Hour Division of the United States Department of Labor.

3. Executive Order 11246 (As Amended by Executive Order 11375)

Executive Order 11246 prohibits employment discrimination on the basis of race, color, religion, sex or national origin by all employers having contracts with the United States Government in amounts over $10,000. Most large corporations and universities have government contracts and are covered by the Order.

The Order imposes requirements similar to Title VII. It is administered by the Office of Federal Contract Compliance in conjunction with many other governmental agencies.

Employers subject to this Order who have contracts worth over $50,000 and 50 or more employees must have written Affirmative Action Programs. Revised Order No. 4 and Order No. 14 spell out the specific requirements in such programs.

4. The Federal Age Discrimination Employment Act of 1967

(29 U.S.C. Sec. 620 et seq.)

The Age Discrimination Act is included here because it provides an additional source of protection for the large number of women who choose to enter the labor market after their children are raised.

This Act makes it illegal to discriminate on the basis of age against employees or applicants for employment, who are between 40 and 65 years of age.

The Act is administered by the Wage-Hour Division of the United States Department of Labor. It applies to all employers who have 25 or more employees, including executives and supervisors, for each working day in each of 20 or more calendar weeks during a year.

5. The California Fair Employment Practices Act

(FEP Act) (Labor Code Secs. 1410-32)

The FEP Act is the state law which forbids discrimination. It imposes requirements similar to Title VII. It is illegal for any employer with five or more employees to discriminate on the basis of race, religion, color, national origin, ancestry, physical handicap, medical condition or sex with respect to any condition of employment or selection of training. The law also applies to labor unions and employment agencies.

The FEP Act is administered by the Fair Employment Practice Commission (FEPC) which has offices in the following cities: San Francisco, Los Angeles, Fresno, and San Diego. Persons who feel they have suffered discrimination can file complaints with FEPC offices.

The California Equal Pay Act

(Labor Code Sec. 1197.5)

The California Equal Pay Act makes it illegal to pay employees in the

same establishment who do work requiring equal skill, effort and responsibility under similar working conditions at different wage rates because of the sex of the employee.

This Act is enforced by the California Department of Industrial Relations, Division of Labor Standards Enforcement which has district offices in most counties. Check you local directory for phone numbers.
TO PROTECT YOUR RIGHTS, YOU SHOULD FILE YOUR COMPLAINT WITH BOTH STATE AND FEDERAL AGENCIES.

Minimum Wage Laws

In addition to the laws described above that deal with employment discrimination, there are laws that establish minimum wages, overtime pay and affect working conditions. Persons seeking information on these subjects may contact the California Department of Industrial Welfare.

Workers Compensation Benefits

If you are an employee and have a work related injury, you may qualify for Worker's Compensation benefits. For information, contact your nearest Worker's Compensation Appeals Board and/or a private attorney.

State Disability Benefits

If you are unable to work because of a disability not caused by job injury, you may qualify for State Disability benefits. Contact the California Employment Development Department and/or a private attorney for information.

Changes in current employment laws make certain job interview questions illegal.

The following are some do's and don't's for questions at employment interviews. Bear in mind that some questions may not be asked prior to hiring, because the law forbids them. Other questions, while not barred by law, might be the basis for legal actions at a later date. After students have been hired some of these questions can be asked for insurance purposes.

Questions that should not be asked:

What is your age?
What is your date of birth?
Do you have children? How old are they?
What is your race?
What church do you attend?
Are you married, divorced, separated, widowed, or single?
Have you ever been arrested?
What sort of military discharge do you have?
What organizations or clubs do you belong to?
Do you own or rent your home?
What does your wife (husband) do?
Who lives in your household?
Have your wages ever been attached or garnished?
What was your maiden name (in interviews with female applicants)?

Questions that can be asked:

Tell me about yourself.
How many years' experience do you have?
(To a housewife) Why do you want to return to work?
What are your career goals?
Who have been your prior employers?
Why did you leave your previous job?
Are you a veteran? Did the military provide you with job-related experience?
If you have no phone, where can we reach you?
What languages do you speak fluently?
Can you do extensive traveling?
Who recommended you to us?
What did you like, or dislike, about previous jobs?
What is your educational background? What schools did you attend?
What do you think are your strong points? Weak spots?
Do you have any objection if we check your former employer for a reference?
What specific skills do you have (such as reading, writing, typing, speaking)?
Would you feel comfortable supervising other people?

The general rule to remember about job interview questions is that they should be job related --- or BFOQ --- Bona Fide Occupational Qualifications.

OBJECTIVE 4

Counselors and educators will be able to assist students in identifying and organizing internal data and positive self presentation techniques.

Internal information gathering is self assessment, personal goal setting, priority setting, and trend analysis. Counselors and instructors can help students compile their own personal data profile. This profile, of course, changes all the time. Career/Life Planning is a life long process but mastering the process or the planning part is what we can assist students to do. Using reusable workbook activities is one way to take students through the process.

A way to begin is to look at past experiences. Use the Trend Analysis worksheet to help students identify success and failures, important role models, interests in early life, critical things that have happened to shape their lives and significant decisions they have made. Sharing some of this data in dyads or small groups may be helpful to students especially as they listen to and hear themselves talk about their experiences. The instructor or counselor acts as a facillitator in this exercise and allows each student to do his/her own self analysis ... to search out their own "issues." A life line of peak experiences and "down" times can be drawn after using this exercise. The "coat of arms" exercise is also useful in helping students look at themselves in a constructive analytical way.

TREND ANALYSIS EXERCISE

WHERE HAVE YOU BEEN? - ROOTS

1. Who have been the most influential people in your life, and in what ways have they been influential?

2. What were the major interests in your early life?

TREND ANALYSIS EXERCISE

ROOTS (CONT.)

3. What were the most critical things that have happened that made you who you are? They may be positive or negative.

4. What were the most important successes and failures in your life?

TREND ANALYSIS EXERCISE

ROOTS (CONT.)

5. What are the significant work experiences you have had?

6. What have been the significant decisions of your life? (Think about how and why you made them.)

COAT OF ARMS

_____

"I AM PROUD..."

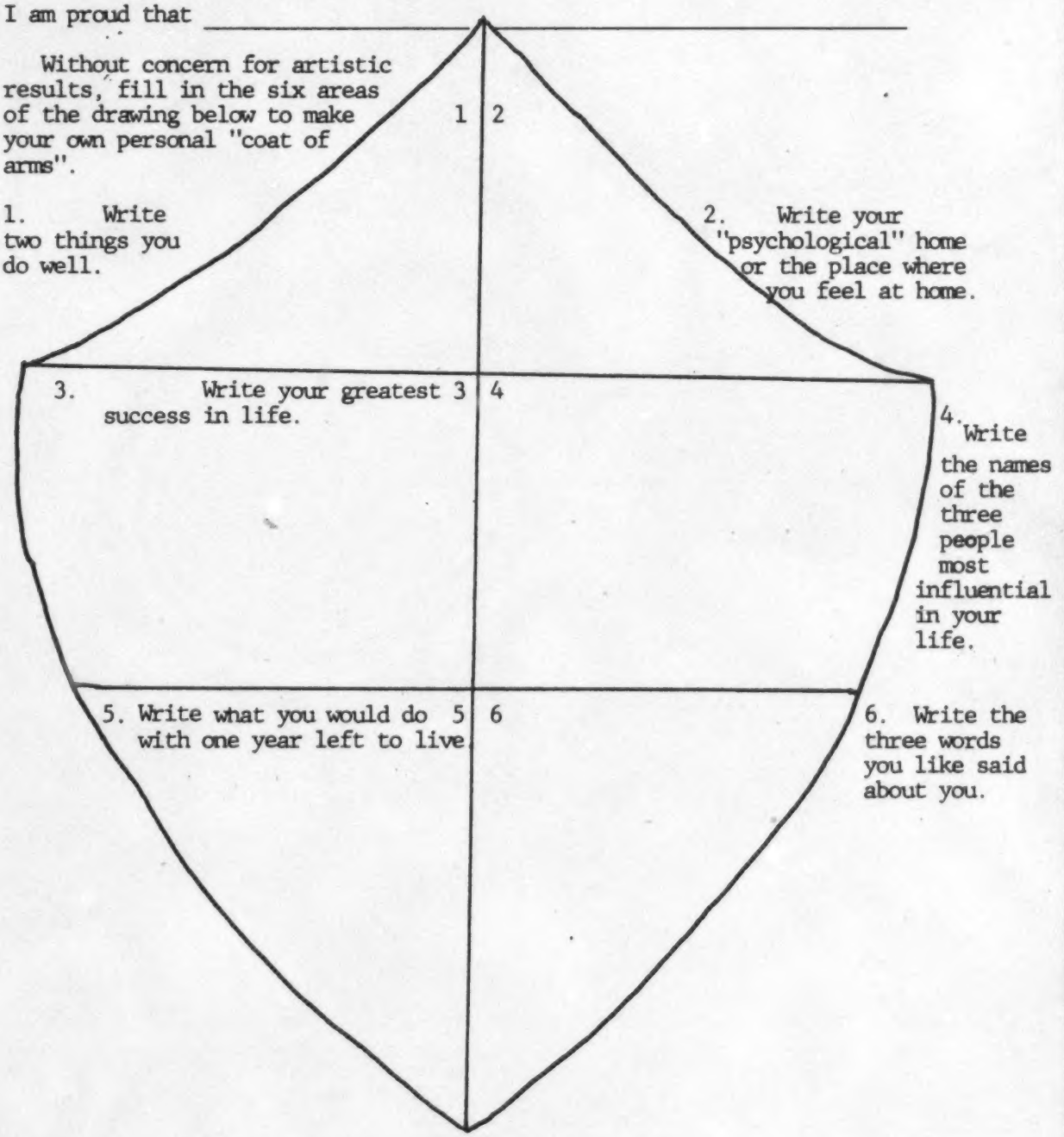
_____

If you complete the two sentences below, they will help you find out more about your values. Complete each sentence with a true statement about yourself.

I am proud that _____

I am proud that _____

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms".


1
2
1. Write two things you do well.
2. Write your "psychological" home or the place where you feel at home.
3. Write your greatest success in life.
3
4
4. Write the names of the three people most influential in your life.
5. Write what you would do with one year left to live.
5
6
6. Write the three words you like said about you.

Exploring past behavior and choices is important but once the blocks to success have been identified, creative problem solving and action to overcome those blocks will need to be considered by students. Insight is the first step. Self exploration and action are the next steps. To further self exploration, use some simple self assessment tools like the one on the following page. First have students write down their answers then have them set priorities. Next a time management exercise can be used to determine how congruent students are in terms of what they say their interests are and what means most to them. Now have them look at how are they actually spending their time? Again, action will be indicated depending on how well the exercises fit together. Short range goals can be formulated, around these exercises and students should contract for concrete action toward reaching their goals at each session.

Long range goals can often be elicited through exercises like writing your own epitaph or writing a future magazine cover story about yourself. What magazine would you want to feature you on its cover and what special accomplishments would you like them to focus on?

SELF ASSESSMENT

My strongest interests are:

1.

2.

3.

4.

5.

and more

My best skills are:

1.

2.

3.

4.

5.

The things that mean most to me are:

1.

2.

3.

4.

5.

TIME MANAGEMENT

How I spend my time:

Activity	Amount of time spent

SELF ASSESSMENT EXERCISE

Peter Drucker, a leading management consultant, has said that it is important for job seekers to know these things about themselves before beginning external information gathering. Place a mark on each of the following lines at the point where you see yourself. Please do not pick the middle position which can be called that of the "compulsive moderate".

1.	Like to work on a team	3	2	1	0	1	2	3	Like to work by myself
2.	Like routine day-to-day work	3	2	1	0	1	2	3	Like change and ambiguity
3.	Like to take risks	3	2	1	0	1	2	3	Like to play it safe
4.	Can't take pressure	3	2	1	0	1	2	3	Need pressure
5.	Like to work in an organi-zation	3	2	1	0	1	2	3	Like to work in a small organization or alone
6.	"Doer"-involved in day-to-day operations	3	2	1	0	1	2	3	"Thinker" - planning and preparing from a distance
7.	"Perceptive" start with an insight and think a problem through	3	2	1	0	1	2	3	"Analytical" - start with a train of thought and arrive at a conclusion
8.	Reader	3	2	1	0	1	2	3	Listener
9.	Prefer to work with reports, figures, data	3	2	1	0	1	2	3	Prefer to work with people
10.	Overplanner	3	2	1	0	1	2	3	Bold, rash, no planner
11.	Surmounts crisis	3	2	1	0	1	2	3	Wards off crisis, prevents it
12.	Must succeed	3	2	1	0	1	2	3	OK if I fail

SELF PRESENTATION

Before beginning the external information gathering process, students should receive some assistance with self presentation techniques. Video taping mock job interviews is good preparation for the real thing. Rarely do people get positions without having to go through some kind of interview. It is important that students do their "homework" and learn some good interviewing techniques. In other words they need to prepare and practice some basic tactics:

keep good eye-contact going

know as much about the company and person interviewing you as possible

dress in the way that the most successful people in your field would dress

take a copy of your resume along

arrive on time

prepare questions to ask the interviewer

know what you have to contribute to the company

be aware of the salary range you will accept

be positive about yourself and your skills

When students role-play interviews, they can evaluate themselves and each other using the feedback checklist on the following page.

INTERVIEW PRACTICE FEEDBACK CHECKLIST

A. FIVE AREAS OF PREPARATION

Good	Adequate	Needs Improvement	
_____	_____	_____	1. Educational Background
_____	_____	_____	2. Work Experience Background
_____	_____	_____	3. Career Goals
_____	_____	_____	4. Personal Skills and Abilities
_____	_____	_____	5. Knowledge of Organization

B. BEHAVIORAL TECHNIQUES

_____	_____	_____	1. Appears Relaxed
_____	_____	_____	2. Maintains Good Eye Contact
_____	_____	_____	3. Appropriate Posture
_____	_____	_____	4. Voice Level and Projection

C. EDUCATIONAL BACKGROUND

_____	_____	_____	1. Selects Relevant Information
_____	_____	_____	2. Organizes and Outlines Education
_____	_____	_____	3. Relates Education as Preparation

D. EXPERIENCE BACKGROUND

_____	_____	_____	1. Organizes and Outlines Experience
_____	_____	_____	2. Selects Relevant Information
_____	_____	_____	3. Discusses Specific Tasks and Skills
_____	_____	_____	4. Relates Previous Experience as Preparation

E. CAREER GOALS

_____	_____	_____	1. Clearly Specifies Goals
_____	_____	_____	2. Describes Realistic Goals
_____	_____	_____	3. Relates Goals to Organization

F. PERSONAL SKILLS AND ABILITIES

_____	_____	_____	1. Describes Specific Skills
_____	_____	_____	2. Uses Examples to Support Statements
_____	_____	_____	3. Relates Skills to Current Jobs

G. KNOWLEDGE OF ORGANIZATION

_____	_____	_____	1. Demonstrates Knowledge of Organization
_____	_____	_____	2. States Reasons for Interest in Organization
_____	_____	_____	3. Relates Goals to Organization

H. CONCLUSION OF INTERVIEW

_____	_____	_____	1. Takes Opportunity to Summarize
_____	_____	_____	2. Clarifies Follow Up Procedure

Here are some of the most likely questions an interviewer will ask an applicant.

1. What kind of job do you expect to hold in 5 years from now?
2. Why do you want to work for this company?
3. Why did you choose your particular field of work?
4. What do you know about this company?
5. What qualifications do you have that make you feel that you will be successful in your field in this company?
6. What are your ideas on salary?
7. Do you prefer working with others or by yourself?
8. What kind of supervision do you prefer?
9. Can you take criticism without feeling upset?
10. What interests you about our product/service?
11. How long do you expect to work?
12. Do you like routine work?
13. What is your major weakness?
14. Have you had any serious illness or injury?
15. Are you willing to go where the company sends you? Travel? Relocate?
16. What types of people annoy you?
17. What are your own special abilities?
18. Do you object to working overtime?
19. What arrangements do you have for child care?
20. How would your spouse feel about you accepting this job if it were offered?
21. What is your philosophy of life?
22. Do you have any objections to a psychological test or interview? To a lie detector test?
23. Don't you feel a little too old (or young) for this position?
24. Will you take an aptitude test?
25. Tell me about yourself.
26. What are your personal goals?
27. In what ways will this company benefit from your services?
28. What do you really want?
29. What is it you want from a job: security, power, money, relevance, etc.?
30. What have you done since you left your last job?
31. Why did you leave your last job?
32. In your past jobs describe several problems you have had and your solutions.
33. What other companies are you applying to?

Questions you can ask the interviewer

1. How long have you worked for this company? What do you like most and least?
2. With whom would I work/relate with on this job? May I speak with them?
3. How many people worked this job for your company in the last five years?
4. Will you draw me an organizational chart? Where would I fit in?
5. Why haven't you promoted someone within the company?
6. Who would be my boss and who does she/he report to?

RESUMES

Resumes are another way of presenting yourself. They should reveal all relevant factors that make a student unique and desirable as a potential employee. Often they are called by other names like Curriculum Vita, Qualifications Brief or Broadcast Letter. A resume can be written in many ways. Some resumes are chronological and others are functional or skills resumes. The following are some hints for effective resume preparation.

1. YOUR RESUME IS A SALES TOOL.

2. STRIVE FOR ONE PAGE.

3. HAVE IT OFF-SET PRINTED ON GOOD QUALITY PAPER.

4. BUY EXTRA PAPER (WITH TYPE-SET LETTERHEAD) TO USE FOR COVER AND THANK YOU LETTERS. GET MATCHING BUSINESS CARDS ON HEAVIER STOCK.

5. MOST IMPORTANT INFORMATION SHOULD BE AT THE TOP OF THE PAGE. (i.e. if you put your education on your resume, start with your highest degree first.)

6. BURY YOUR DATES (IF YOU USE THEM).

7. USE ACTION WORDS IN THE PRESENT TENSE EMPHASIZING SKILLS YOU HAVE DEMONSTRATED.

8. OMIT JOB OBJECTIVE UNLESS YOU ARE POSITIVE OF THE POSITION YOU SEEK.

9. REFERENCE NAMES SHOULD NOT BE INCLUDED ON THE RESUME.

10. MAKE IT EASY TO READ - SHORT PHRASES ARE O.K.

11. DO NOT INCLUDE AGE, MARITAL STATUS OR HEALTH.

Cover letters and kudo letters can often be sent along with resumes to potential employers. They are also important tools for self presentation. A cover letter should be individualized and addressed to an individual in a company. The first paragraph should describe the company's need. The second paragraph should refer to the part of the enclosed resume which corresponds to the skills and experience needed for the position. The last paragraph should indicate to the person that you will be calling soon to follow-up and set up an interview appointment.

A kudo letter is the updated version of the old fashioned letter of recommendation that began with "to whom it may concern"... A kudo is a personal letter written directly to the applicant (Dear John) which they xerox to send along with the cover letter and resume because it applauds the applicant for some skills or personal characteristics that would enhance his candidacy for a job opening. It's another tool for presenting one-self in a positive way. A student can request a kudo letter from former employers, people at places where they have done volunteer work or from instructors in classes where they have excelled. The kudo is most effective when it is typed on the person's business letterhead and sent directly to the student. The student then keeps the letter in his/her personal placement file. The original stays with the student. Xeroxed copies may be sent to potential employers or taken along to job interviews.

RESUME PREPARATION

SKILL/ACTION WORDS TO USE IN YOUR RESUME

COMMUNICATE	MANAGE	REPORT
WRITE	INTERPRET	RESEARCH
PLAN	DESIGN	CONCEIVE
ANALYZE	DEFINE	EVALUATE
PERCEIVE	FORECAST	ESTIMATE
PROGRAM	ORGANIZE	SELECT
BRING	ENLIST	DEVELOP
ADMINISTER	APPLY	COORDINATE
DIRECT	DEAL	IMPLEMENT
CHAIR	GUIDE	LEAD
DELEGATE	MOLD	PRODUCE
EXPEDITE	PROMOTE	PERFORM
COUNSEL	ENCOURAGE	ACHIEVE
INSTRUCT	PERSUADE	MOTIVATE
TRAIN	STIMULATE	ATTAIN
SUMMARIZE	INSPECT	COMPARE
REVIEW	MAINTAIN	NEGOTIATE
RENEGOTIATE	ADJUST	RECONCILE
RECOMMEND	UPDATE	IMPROVE
REEVALUATE		

OBJECTIVE 5

Counselors and educators will be able to help students identify and organize their approach to external information gathering about career possibilities.

Information on career opportunities and career choices arise from a variety of sources and can be formal or informal. Some important and useful sources that should not be overlooked in gathering external information include:

1) Your campus counseling office and career center.
2) The Civil Service System
   Civil Service is government - federal, state, county and city. Most fill job openings through some form of examination, usually written but in some cases the oral interview may constitute the examination.
3) Employment Agencies
   Public - State Employment Service Employment Development Division
   Private - Be sure to find out whether the applicant or the client pays the fee.
4) Trade Journals
   Company Newsletters
   House Organs
   Professional and Trade Associations

5) Labor Unions and Apprenticeship Programs

6) Want - Ads

7) Personal Contacts - Your own networks

Personal contacts are ultimately the student's best source of job information. The way that many people get the positions they want is by becoming acquainted with the people they want to work with. Joining the professional association in the area of interest is one way to meet potential work colleagues. Another way is to focus in on one career area at a time that interests you and conduct field survey interviews with people you know are in jobs that sound interesting. Field surveys are a way of gathering information about a position so that students can see if it really interests them. Students should meet with people in their work settings so that they can see what the work environment is like and if it is appealing to them. Practice and prepare, but remember it is not a job interview. The student must be in control and do the interviewing. They must also do the appropriate follow-up activities. Students can be assigned Field Survey or Needs Assessment interviews as homework projects.

The following are some guidelines. They are skeletal and must be changed to fit each individual interview.

GUIDELINES FOR FIELD SURVEY/NEEDS ASSESSMENT

Purpose: to gather information

Step 1: Set up an appointment

You are the interviewer

Questions to ask: (take notes after the interview or tape interview)

How did you get interested in the field of _____?

What do you like best about this job?

What do you like least about this job?

What are the primary skills needed for this job?

If you and your organization were given a large money grant, how would the money be used? (needs assessment question)

Do you know others who might be helpful to me in exploring the field of _____? (networking question)

Step 2: Follow-up activities:

Thank you note (typewritten in business form)

Shadow study (spend more time with the person at another date)

Clip articles (and send them to people you want to stay in touch with)

Letter to interviewee's superior (in a large company this is a nice thing to do for someone you think is special)

OBJECTIVE 6

Counselors and educators will be able to help students put all the information together and plan action towards teaching their goals.

Student growth and achievement of significant self stated goals can be facilitated by a counselor or educator who is accepting and supportive. Establishing a mentor program where students can be paired with people who have already achieved similar goals to theirs can be helpful.

Working with students in small groups on a weekly basis, using good group dynamic techniques of sharing and information giving is one way to teach Career/Life Planning skills.

Helping students to contract for concrete action toward reaching their goals on a weekly basis is an important part of the process. A Things to Do sheet can serve as the contract. It is a good planning tool and can be used daily and monthly as well as weekly. Then each week students can report on their action and get further direction and suggestions for action from the instructor and the group members. In this way, people share resources and build their "networks".

Effective classes on the affective Career/Life Planning skills deal with changes inside students as well as external factors, they raise questions about the future and help students take responsibility for answering them in a supportive environment.

Good Career/Life Planning involves personal research. Students will need to assess themselves, gather external information and put it all together. Generally the more information gathered the better the career decision will be.

The following pages contain lists of resources and more exercises. But there are critical variables which will influence the success of a Career/Life Planning course. These variables include the committment of the college to the course or program, the committment and knowledge base of the instructor or counselor teaching these skills and the committment of the students to the course and to themselves.

WONDERFUL WORDS OF WISDOM

Taken from The Universal Traveler, by Koberg and Bagnall

. . . . . .

Design is a process of making your dreams come true. Once you decide what you desire to be improved, it's almost certain that you will find many ways to make it happen.

An old Zen motto: "If you want to get someplace, you've got to give up wanting to get to that place"; "In order to achieve something, you've got to stop waiting for it to happen and get into the process of achieving it." Life is a process which has many spin-offs called products.

Avoid the trap of prejudice. Prejudice means pre-judging; knowing the answer before you begin. Try to remember to defer judgment until all the facts are known.

Process orientation is a living involvement. It is usually more highly productive than an orientation toward production.

Try not to get so locked into a habit that it will cost you heavily to break. Habit-breaking is a necessity of creative problem-solving.

The more methods you have time to use or have the facility to use, the better off you will be in the long run. If you could travel by foot, auto, bus and plane, the combined view would be broader than by any one means.

Don't select a method which doesn't feel good. But try to realize that you often have to test new things in order to break them in.

Listen to your problems. Talk to them and about them. Write about them. Feel their "temperature". When all your senses are in tune with the problem, you should have a common sense view.

The anxiety of not knowing if you can succeed will be easily replaced by a simple time-task schedule.

Caution: Using the same method over and over again may become hazardous to your problem-solving health. Try several methods for each phase of the problem-solving journey.

Rather than saving evaluation until after the trip is completed, a simpler way is to make incremental notes as you go.

Make analogy-finding one of your pass-times. Pick some random thing around you and find ten things that are like it in some way. Finding interrelationships is a most creative activity.

Subjective emotions naturally precede objective knowledge. We only know what we feel to be true from experience. The rest is conjecture or faith.

To make a good decision, it often becomes necessary to project ourselves into the future to "see" whether or not our idea will make sense tomorrow.

For each different situation we must quickly determine what we can count on and what we can't. Dependent and independent variables must be identified and grouped.

The creative person needs to be assertive and often a maker of problems. If too much autonomy and privacy is sought the experience of seeing new problem situations may be reduced.

Although design involves making our own dreams come true, the designer should take care not to become an "impossible dreamer".

When you arrive at the end of journey, you are merely ready to begin the next one. Life is a helix. Commencement means both to start and to finish.

It is important not to view the phases of the design process as fixed things or points in time. It is better to think of them as whole states through which we pass and within which we spend different amounts of time. Such a view improves our understanding of process as a universal life concept.

Don't fall in love with an idea. There are so many of them; they are truly expendable. It is only after an idea is translated into reality that it becomes valuable.

To help recognize problems, we must begin to view them as "situations in need of improvement".

"Talking about it" needs to be balanced by "trying it out". Theory and practice must combine for wholeness.

Attitudes change with practical experience (learn by doing).

If you want to learn about something, try teaching it to someone else. No one ever learns as much as the teacher.

Inventions are easy. It's the job of making them work and getting them into use which is so hard.

There are billions of problems which could occupy your energy; deciding the ones which are right for you takes careful selection. It's a good idea to realize that you don't have time to solve them all.

Relax occasionally during the problem-solving process. Some people call this allowing enough time to "incubate"; allowing your thoughts to become behavior. We all need time to "digest" what we eat, before chewing some more.

THINGS TO DO TODAY

DATE _____ COMPLETED

1 _____ ☐

2 _____ ☐

3 _____ ☐

4 _____ ☐

5 _____ ☐

6 _____ ☐

7 _____ ☐

8 _____ ☐

9 _____ ☐

10 _____ ☐

11 _____ ☐

12 _____ ☐

CAREER RESOURCE DIRECTORIES
(available at UCLA's libraries)

The following list of Career Resource Directories can be a valuable guide in locating potential employers and further sources of information regarding employment. All of the Directories can be found at UCLA, and at the branch libraries indicated: Placement Center (PCPC), Education-Psychology Library (ED PSYCH), Engineering/Math-Science Library (ENG), the Graduate School of Management Library (GSM), and the University Research Library (URL).

American Council of Independent Laboratories Directory, American Council of Independent Laboratories, Inc. 1975 (ENG)

Art Career Guide, Holden, Donald, Watson-Guptill Publications, New York, 1973 (PCPC)

Artist's & Photographer's Market '77, Lapin Lynne, Writer's Digest, Cincinnati, 1976 (PCPC)

Ayer's Directory of Newspapers and Periodicals, Annual. Philadelphia: N.W. Ayer & Sons, Inc. (URL)

Bradford's Directory of Marketing Research Agencies, and Management Consultants in the U.S. and the World, N.Y., C.E. Burkel, 1972. (GSM)

Broadcasting Yearbook, 1977 Broadcasting Publications, Inc. Washington, D.C. (PCPC)

California International Business Directory, 3rd Edition, The California Department of Commerce, Division of International Trade, Sacramento, California, 1974 (GSM)

California Manufacturers Annual Register, 28th Edition, Times Mirror Press, Los Angeles, California 1977 (PCPC)

College Placement Annual, College Placement Council, Inc., Bethlehem, Pennsylvania. Annual Publication. (PCPC)

Directory of American Firms Operating in Foreign Countries, Angel, Juvenal (Editor), 8th Edition (PCPC)

Directory and Buyers Guide, Southern California Business Directory and Buyers Guide. Compiled by the Los Angeles Chamber of Commerce, Converse, James R. (Editor), Civic Data Corporation, Los Angeles, 1977 (PCPC)

Directory of Consumer Protection and Environmental Agencies, Academic Media, Orange, N.J., 1973 (GSM)

Directory of Corporate Affiliations ("Who Owns Whom"), National Register Publishing Company, Skokie, Ill., 1977. (GSM)

Directory of Foreign Firms Operating in the U.S., Angel, Juvenal (Editor) 1976 (GSM)

Directory of Health, Welfare, Vocational and Recreation Services in Los Angeles County, Information and Referral Service of Los Angeles County, Inc., 1975 (PCPC)

Directory of Internships, Work Experience Programs, and On-The-Job Training Opportunities, 1st Edition, Revetzky, Alvin, Ready Reference Press, Thousand Oaks, Ca., 1976. (PCPC)
Editor and Publisher Marketplace, Editor and Publisher Company, Inc., New York, 1977. (GSM)
Educators Placement Guide, Greenfield, Phyllis O., National Center for Information on Careers in Education, 1972. (ED PSYCH)
Encyclopedia of Associations. National Organizations of the U.S., Detroit: Gale Research Company, Vol. II (no date). (GSM)
Encyclopedia of Business Information Sources. (2 Volumes) Detroit, Michigan: Gale Research Company, 1976. (GSM)
Environment U.S.A., Onyx Group, R.R. Bowker Company, New York, 1974. (PCPC)
Funk and Scott Index of Corporations and Industries, Predicasts, Inc., Cleveland, Ohio, 1975. (GSM)
Gebbie House Magazine Directory, 9th Edition, National Research, Burlington, Iowa, 1976. (GSM)
Guide to American Directories, Klein, Bernard (Editor), Eighth Edition, Klein Publications, New York, 1972. (PCPC)
Guide to American Educational Directories. Bernard Klwin, New York: McGraw-Hill Company, 1972. (ED-PSYCH)
Health Organizations, 3rd Edition, Wasserman, Paul, McGrath Publishing Company, Washington, D.C. 1974. (PCPC)
Helping Others, A Guide to Selected Social Services Agencies and Occupations, Haimes, Norma, The John Day Company, New York, 1974. (PCPC)
Industrial Research Laboratories of the U.S. Jecques Catteil Press Edition, New York: R.R. Bowker Company, 1972. (ENG)
Jane's Major Companies of Europe, McGraw-Hill Book Company, New York, annual publication, 1975. (GSM)
Literary Marketplace, R.R. Bowker Company, New York, 1977 (PCPC)
Mental Health Directory, National Institute of Mental Health, Rockville, Md., 1975 (PCPC)
1976 National Trade and Professional Associations of the United States (and Labor Unions) Volume 9, Colgate, Craig, Jr. (Editor), Columbia Books, Inc., Washington, D.C., 1974. (PCPC)
Poor's Register of Corporation, Directors and Executives, (PCPC)
Research Centers Directory, Detroit, 1975. 5th Edition (PCPC)
Standard Directory of Advertising Agencies, National Register Publishing Co., Inc., Skokie, Illinois, 1977 (Annual) (GSM)
The Standard Periodical Directory. Oxbridge Publishing Company, New York, N.Y., 2nd Edition, 1977. (GSM, ED PSYCH)
Trade Directories of the World, Croner, U.H.E. (Compiler), Croner Publications, Inc., New York 1961. (GSM)
West Coast Theatrical Directory, H.M. Gousha Company, San Jose, California, 1974. (PCPC)
World Directory of Environmental Research Centers, (2nd Edition), Wilson, William K., Dowd, Morgan, Sholtys, Phyllis, Editors, The Oryz Press, Scottsdale, Arizona, 1974. (PCPC)
The Writer's Handbook, Burack, A.S., The Writers, Inc., Boston, 1972. (PCPC)
Writer's Market '76, Koester, Jane, Writer's Digest, Cincinnati, 1975. (PCPC)

CAREER/LIFE PLANNING INVENTORY

My name is _____

Use an adjective to describe yourself in the statements below.

I used to be _____

Others want me to be _____

I am now _____

One of my goals in this workshop is _____.

One aspiration I'd like to realize within a year is:

Some steps I can take to reach this goal are:

Critical limitations that might prevent me from reaching this goal are:

Some people I admire are:

Jobs that sound interesting to me are:

Resources I can use are:

FEEDBACK SHEET ON CAREER LIFE PLANNING CLASSES

1.	Were the goals of these sessions clear?	Very Clear 5	4	3	2	Vague 1
2.	To what extent were the goals met?	Fully 5	4	3	Not at all 2	1
3.	How well-organized were the workshop sessions?	Very Well 5	4	3	Not at all 2	1
4.	How helpful will the information be to your career search?	Very helpful 5	4	3	Not helpful 2	1

5. What I found most useful was:

6. What I would like more of is:

7. What I would change is:

8. Additional remarks:

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